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ABSTRACT

This manual offers a multicultural basic skills curriculum for Grades K-12 in Washington State schools, and provides student learning goals. A brief introduction describes the curriculum model and defines multicultural education as a perspective and process which can be integrated with any of the basic skill content areas. The remainder of the paper consists of charts organized around subject area (language arts, mathematics, social studies, and reading) and four grade levels (primary K-3, intermediate 4-6, middle 7-9, and high school 10-12). General goals, focusing on the student's acquisition of knowledge, skill, and values, and student learning goals at each level are listed. (KH)

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Office For Equity Education's
Multicultural Education Resource Series

A MODEL FOR MULTICULTURAL EDUCATION IN THE BASIC SKILLS

A Curriculum Infusion Model for Multicultural Education Student Learning Outcomes

State of Washington

Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

CHERYL CHOW
Assistant Superintendent
Division of Instructional
Programs and Services

WARREN R. BURTON
Director
Office for Multicultural
and Equity Education

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A MODEL FOR MULTICULTURAL EDUCATION IN THE BASIC SKILLS

A Curriculum Infusion Model for Multicultural Education
Student Learning Outcomes

Purpose

This model has been prepared as a practical tool to be used by educators and community people who want to strengthen the relationship between multicultural education and the basic skills. The model has potential application in several phases of the education process, including teacher training, parent education, curriculum development, professional inservice, and direct classroom use.

The underlying assumption of this model is that multicultural education is basic and not merely a "special program" to be implemented outside the regular curriculum. And because multicultural education is basic, it is necessary for local districts to adopt student learning objectives which will in fact incorporate a multicultural perspective in the teaching and learning of all basic skills subjects.

The goals and objectives presented here are merely an example of how such a multicultural basic skills approach could be implemented. The practical impact of this model will be realized only as individuals in their local districts work to incorporate a multicultural perspective into the adoption and revision of student learning objectives for basic skills education.

A Rationale

for the multicultural model:
The process of education must be presented in such a way that all our children, whatever their ethnic background, are able to achieve their maximum potential in the basic skills areas. In addition, these basic skills content areas should be taught in a way that:

1. Affirms each child's cultural background;
2. Generates awareness and appreciation of the many different cultures we encounter; and
3. Enables each student to become a positive participant in an ethnically diverse society.

Multicultural education and the basic skills approach must function **together** to create an overall process of learning what is meaningful and productive for both the individual student and the larger community. Multicultural education is **not** a separate subject to be added to an already overcrowded curriculum. It is rather a perspective and a process which can be integrated with any of the basic skills content areas.

The intent of this model is to demonstrate how a multicultural perspective can be included to enhance and strengthen the basic skills curriculum.

A Definition of Multicultural Education

Multicultural education is a process which:

1. Enables students to recognize and value the culturally diverse nature of our society.
2. Enables students to gain an understanding and appreciation of their own cultural backgrounds.
3. Encourages students to gain an understanding and appreciation of cultural backgrounds different from their own.
4. Provides students with the necessary knowledge, skills, and values to function positively and productively within a culturally pluralistic society.

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A Model for Multicultural Education in the Basic Skills

Student Learning Objectives

Subject Area

LANGUAGE ARTS

GOAL STATEMENT

The necessary knowledge, skills and values which comprise the language arts curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively within a culturally pluralistic society.

Multicultural objectives, and activities will be incorporated into the language arts program in such a way as to augment each student's maximum achievement to include competencies in:

Language
Speech

Writing and
Literary Appreciation

Student Learning Objectives

Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
The student will know: (Knowledge) The concept of culture through the use of oral communication, e.g., speaking and listening to culture-related activities.	The student will know: Different forms of speech and written composition that exemplify a variety of cultural perspectives.	The student will know: A variety of formal approaches to oral and written communication, e.g., public speaking and written reports that express a variety of cultural experiences, e.g., racism, segregation, discrimination, cultural pluralism, etc.	The student will know: The process for synthesizing and evaluating both oral and written expression about cultural experiences.
The student will be able to: Recall facts and figures heard in stories from a variety of cultures, e.g., folk tales from other cultures.	The student will be able to: Communicate in oral and written forms about a variety of cultural experiences, e.g., forms of poetry, narratives, and biographies.	The student will be able to: Analyze the relationship of cultural experiences to the form of expression or genre, e.g., racism as expressed through poetry and/or biographies.	The student will be able to: Interpret and evaluate cultural literature, e.g., developing a scheme for classifying information about the culture by the use of oral and written expression.
The student will value: (Attitudes) Stories from a variety of cultures through the sharing of folk tales from his/her own ethnic heritage.	The student will value: Ideas, attitudes and feelings about diverse cultures through a variety of oral and written activities, e.g., personal expression of ideas, and interpretive listening and reading.	The student will value: Cultural literature as a formal expression of oral and written communication.	The student will value: Their judgements as well as the judgements of others derived from definite criteria about a given culture(s) through oral and written expression.

A Curriculum Infusion Model for Multicultural Education

Student Learning Outcomes

Subject Area

LANGUAGE ARTS

GOAL STATEMENT

The necessary knowledge, skills, and values which comprise the language arts curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively within a culturally pluralistic society.

Multicultural objectives, materials and activities will be incorporated into the language arts program in such a way as to augment each student's maximum achievement of basic language arts competencies.

Student Learning Objectives

Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
The Student Knows:	The Student Knows:	The Student Knows:	The Student Knows:
The Student Is Able To:	The Student Is Able To:	The Student Is Able To:	The Student Is Able To:
The Student Values:	The Student Values:	The Student Values:	The Student Values:

A Model for Multicultural Education in the Basic Skills

Student Learning Objectives

Subject Area

MATH

GOAL STATEMENT

The necessary knowledge, skills and values which comprise the math curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively in society.

Multicultural objectives, materials, and activities will be incorporated into the math program in such a way as to augment each student's maximum achievement of basic math competencies.

Student Learning Objectives

Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
The student will know: About and can compare counting systems used by various cultures.	The student will know: That mathematics have been applied in various cultures in areas such as architecture, as well as money systems, agriculture, hydraulics and navigation.	The student will know: That math is important to survival of any individual and society as a whole in any culture.	A student will know: That different cultures have placed varying degrees of value on mathematics and have applied math concepts in different ways.
The student is able to: Describe historical development of calendar/time systems across cultures.	The student will be able to: Describe how data can be presented from culturally different perspectives such as sociograms, ethnic counts, and collection of data for social historical, and economic reasons which affects individuals.	The student will be able to: Describe the personal/social applications of mathematical concepts such as congruence, parallelism, similarities, related parts, parts to the whole.	The student will be able to: Compare, contrast and identify interrelationships in the applications of mathematics which have occurred across cultures.
The student will value: Differences in various shapes as they are reflected in our daily life, (circle, triangle, cylinder), in order to learn the concept that there is value in differences.	The student will value: The contributions of individuals from various cultures to the field of mathematics.	The student will value: The impact of mathematical systems upon various cultures.	The student will value: The various social, econoimic and historical applications of mathematics across cultures.

A Curriculum Infusion Model for Multicultural Education

Student Learning Outcomes

Subject Area

MATH

GOAL STATEMENT

The necessary knowledge, skills, and values which comprise the math curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively within a culturally pluralistic society.

Multicultural objectives, materials and activities will be incorporated into the math program in such a way as to augment each student's maximum achievement of basic math competencies.

Student Learning Objectives

Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
The Student Knows:	The Student Knows:	The Student Knows:	The Student Knows:
The Student Is Able To:	The Student Is Able To:	The Student Is Able To:	The Student Is Able To:
The Student Values:	The Student Values:	The Student Values:	The Student Values:

Student Learning Objectives

A Model for Multicultural Education in the Basic Skills

Student Learning Objectives

Subject Area

SOCIAL STUDIES

GOAL STATEMENT

Through participation in the social studies program each student will:

1. Recognize and value the culturally diverse nature of our society;
2. Gain an understanding and appreciation of his/her own cultural identity;
3. Gain an awareness and appreciation of the many different cultural backgrounds of other students; and
4. Acquire the necessary knowledge, skills, and values to function positively and productively within a culturally pluralistic world.

Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
The student will know: That all people share the same basic needs (e.g. food, shelter, family) and that these needs are met in many different ways by different groups of people.	The student will know: The nature and reasons for the migration and settlement patterns of various ethnic groups. Both the historical and present-day cultures of the Pacific Northwest (e.g., tribal groups, Hispanic, Asian, Black and European.) The significant elements which make up his or her own cultural background.	The student will know: The meaning and application of key concepts related to ethnicity and culture (e.g. pluralism, racism, stereotype, ethnocentrism.) The significant events and personalities in the history of major ethnic groups in the U.S.	The student will know: The significant events and personalities in the history and current events related to third world European cultures. How individuals and groups have worked throughout history to bring current legal and political practices into line with constitutional guarantees of human rights.
The student will be able to: Describe a variety of different family patterns (e.g., extended, nuclear, single parent, clan) and lifestyles (e.g., urban, rural, communal, vocational.)	The student will be able to: Explain the differences between geographical and cultural regions (e.g., reservations and other ethnic settlements versus official county lines.) Describe instances of, and reasons for, historical and present day conflicts between cultures (e.g., Civil War-Indian Fishing Rights, Land Disputes.)	The student will be able to: Analyze the process of stereotyping and describe instances of stereotyping in everyday life. Compare and contrast diverse ethnic perspectives on key historical events (e.g., Indian vs. White Perspective on Westward Expansion: U.S. Government vs. Ethnic Perspective on Immigration; Chicano Workers vs. California Growers view of Labor Relations.)	The student will be able to: Compare and contrast alternative sources of information and solutions in current areas of cultural conflict. Analyze the historical roots and the struggle for human equality among U.S. ethnic groups.
The student will value: Both the similarities and differences that exist between people in terms of their families, lifestyles and vocational patterns.	The student will value: The present day and historical cultures of the Pacific Northwest. His or her own cultural heritage.	The student will value: The uniqueness of each person. The unique contribution of all ethnic and cultural groups to the overall quality of American life.	The student will value: The existence of diversity in values, ideas, perspectives and world views. The right of each person to claim their own identity in relation to ethnic heritage and individual ideas.

A Curriculum Infusion Model for Multicultural Education

Student Learning Outcomes

Subject Area

SOCIAL STUDIES

GOAL STATEMENT

Through participation in the social science program each student will:

1. **Recognize and value the culturally diverse nature of our society;**
2. **Gain an understanding and appreciation of his/her own cultural identity;**
3. **Gain an awareness and appreciation of the many different cultural backgrounds of other students; and**
4. **Acquire the necessary knowledge, skills, and values to function positively and productively within a culturally pluralistic world.**

Student Learning Objectives

Primary K-3	**Intermediate 4-6**	**Middle 7-9**	**High 10-12**
The Student Knows:	The Student Knows:	The Student Knows:	The Student Knows:
The Student Is Able To:	The Student Is Able To:	The Student Is Able To:	The Student Is Able To:
The Student Values:	The Student Values:	The Student Values:	The Student Values:

Student Learning Objectives

	Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
A Model for Multicultural Education in the Basic Skills **Student Learning Objectives** **Subject Area** **READING** **GOAL STATEMENT**	The student will know: That there are ethnic, cultural and racial differences between people as reflected in a variety of reading materials.	The student will know: That comparisons between events, characters, moods and cause-effect relationships in written materials can be made from a variety of cultural perspectives.	The student will know: That any written material reflects the particular biases, values and world view of the author.	The student will know: It is the reader's responsibility to critically evaluate the validity and accuracy of any written material.
The necessary knowledge, skills and values which comprise the reading curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively within a culturally pluralistic society.	The student will be able to: Use words from a variety of cultures and native languages to show the relationship between sound and symbol (e.g., kimono, taco, guacamole, salmon, etc.)	The student will be able to: Explore personal feelings about self and others as related to characters or incidents in multicultural reading selections.	The student will be able to: Identify examples of stereotyping and bias in selected readings from a variety of authors and historical periods.	The student will be able to: Interpret a variety of literary works from different cultural perspectives.
Multicultural objectives, materials, and activities will be incorporated into the reading program in such a way as to augment each student's maximum achievement of basic reading competencies.	The student will value: The culturally based words in the English language. His/her own language as well as those languages different from his/her own.	The student will value: Diverse cultural perspectives as reflected in materials written by individuals from a variety of cultural backgrounds.	The student will value: The ability to identify bias distortion and stereotyping in reading materials.	The student will value: The increased learning and growth which comes through exposure to the literature of America's diverse ethnic groups.

Student Learning Objectives

	Primary K-3	Intermediate 4-6	Middle 7-9	High 10-12
A Curriculum Infusion Model for Multicultural Education **Student Learning Outcomes** **Subject Area** **READING** **GOAL STATEMENT** **The necessary knowledge, skills, and values which comprise the reading curriculum will be communicated in a manner which enhances each student's ethnic identity and ability to function positively within a culturally pluralistic society.** **Multicultural objectives, materials and activities will be incorporated into the reading program in such a way as to augment each student's maximum achievement of basic reading competencies.**	The Student Knows:	The Student Knows:	The Student Knows:	The Student Knows:
	The Student Is Able To:	The Student Is Able To:	The Student Is Able To:	The Student Is Able To:
	The Student Values:	The Student Values:	The Student Values:	The Student Values:

DR. FRANK B. BROUILLET
Superintendent of Public Instruction
Old Capitol Building, FG-11, Olympia, WA 98504

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